DOCUMENT RESUME

ED 470 954 RC 023 828

TITLE	Building Exemplary Schools for Tomorrow. Fingertip Facts, 2002.
INSTITUTION	Bureau of Indian Affairs (Dept. of Interior), Washington, DC. Office of Indian Education Programs.
PUB DATE	2002-00-00
NOTE	26p.; For 2001 Fingertip Facts, see ED 458 068.
AVAILABLE FROM	For full text: http://www.oiep.bia.edu/docs/FINGER-1.PDF.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrative Organization; *American Indian Education; Elementary Secondary Education; Federal Aid; *Federal Programs; Higher Education; Preschool Education; Program Descriptions; Public Agencies; Tribally Controlled Education
IDENTIFIERS	*Bureau of Indian Affairs Schools; *Office of Indian Education Programs

ABSTRACT

This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). During the 2001-02 school year, OIEP directly served 48,166 K-12 students in 185 schools operated by the BIA or by tribes with BIA funding and indirectly served over 400,000 students through various educational programs. The 26 BIA-funded tribally controlled colleges and the 2 BIA-operated postsecondary institutions enrolled approximately 31,600 students. The Family and Child Education (FACE) program, which serves Indian families with children aged 0-3, expanded from 22 to 32 schools. There are approximately 2,115 educational facilities maintained by the BIA and employing approximately 4,800 teachers, administrators, and other personnel. This booklet provides an overview of OIEP, its mission, U.S. government-tribal relations, and BIA students and schools. A report card presents 2001 educational indicators for BIA schools. Contact information is provided for education line officers, Center for School Improvement education specialists, OIEP School Reform field education specialists, special education coordinators, and tribally controlled colleges. The booklet describes the American Indian Education Foundation, other programs supportive of Indian education, sections of federal legislation relevant to BIA schools, BIA responsibilities, major special education activities of the BIA, federal programs serving eligible Indian students, higher education scholarships and grants for Indian students, and BIA branches and programs. (SV)

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ED 470 954

U. S. DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
OFFICE OF INDIAN EDUCATION PROGRAMS

BUILDING EXEMPLARY SCHOOLS FOR TOMORROW

U.S. DEPARTMENT OF EDUCATION
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Foreword From the Director....

This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). During the 2001--2002 school year, OIEP is directly serving over 49,000 students and indirectly serves over 400,000 students through various educational programs.

OIEP's vision and long range goal is to unite to promote healthy Indian communities through lifelong learning. We implement this through commitment to our mission, which is to provide quality education opportunities from early childhood through life, with consideration given to the mental, physical, emotional, spiritual, and cultural aspects of the person served.

In January, OIEP conducted a Mini Meeting of 100. The purpose of the meeting was to review and reflect on the goals identified to be achieved over the five years with input from Indian educators, administrators, representatives from regional and national Indian education organizations, school boards and tribal education departments. In January 2001, the Meeting of 100 developed the following five goals to guide our efforts for the next five years:

* All children will read independently by third grade
* 70% of students will be proficient/advanced in reading and math
* Individual student attendance rate will be 90% or better
* Students will demonstrate knowledge of their language and culture to improve academic achievement
* Increased enrollment, retention, placement and graduation rates for post secondary students

The current Bush administration educational initiatives, as well as the passage of the No Child Left Behind Act of December 2001 will enhance our educational reform efforts to meet our five goals. All schools have developed Consolidated School Reform Plan Amendments to guide them through the year 2007. These plans include student achievement and behavioral goals, parental involvement goals, and staff development to improve teaching and learning. Technology advances through our Access Native America Project have brought all schools onto the Internet.

Each school can now integrate and support their curriculum with technology. The Family and Child Education (FACE) program has expanded from 22 to 32 schools and next July will expand to an additional seven schools. FACE provides educational services to Indian families with children from birth to grade 3, while supporting parents in their role as their child's first and most influential teacher. To add to this early childhood initiative we plan to expand home visiting services to families with infant's ages 0-3 to 60 schools who are not currently served by FACE.

In 2002 OIEP will continue to conduct professional development opportunities for both teachers and administrators. Teachers will be given the opportunity to attend special training workshops in reading, math and authentic assessment. Principals will be given special training opportunities for educational leadership through a series of Principal Academies. We acknowledge that we are life long learners and are collectively engaged in reform to support increased student academic achievement and *Building Exemplary Schools for Tomorrow.*

William Mehojah, Jr.

William A. Mehojah, Jr.
Director, Office of Indian Education Programs

Office of Indian Education Programs

The Office of Indian Education Programs (OIEP) is located within the Bureau of Indian Affairs (BIA) in the U.S. Department of the Interior and is responsible for line direction and management of all BIA education functions including the formation of policies and procedures, supervision of all program activities undertaken within the office's jurisdiction and the approval of the expenditure of funds appropriated for the BIA Indian education functions.

Three major legislative actions have restructured the BIA since the Snyder Act of 1921. First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture into BIA schools. Full assimilation and eradication of Indian culture had been the policy of the Federal government previously. A second major legislative action was the Indian Self-Determination and Education Act of 1975 (Pub. L. 93-638). This legislation gave authority to the tribes to contract with the BIA in the operation of schools and to determine the education programs for their children. The Education Amendments Act of 1978 (Pub. L. 95-561) and further technical amendments (Pub. L. 98-511, 99-89, and Pub. L. 100-297) mandated major changes in BIA funded schools. These amendments empowered Indian school boards, provided for local hiring of teachers and staff, and the direct funding of schools.

Mission Statement

The mission of OIEP can be found in 25 C.F.R. 32 and states that the BIA, OIEP is to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and governmental entities. OIEP shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within a family and Tribal or Alaska Native village contexts.

U. S. Government - Tribal Relations

The United States Government has a unique legal relationship with American Indian Tribal Governments as set forth in the Constitution of the United States, Federal statutes, treaties and court decisions. The Indian Commerce Clause in the Constitution is generally recognized as acknowledging the broad Federal authority and special trust responsibility the United States has over Indian affairs.

The United States included educational provisions in treaties starting in 1794 with the Oneida, Tuscarora and Stockbridge Indians, and extended this policy through the treaty-making period, which ended around 1871. The practice of providing education funding for Indian reservation schools, boarding schools and other education programs was formalized by the *Congress* in 1921 by passing the Snyder Act. The Snyder Act provided broad authority to the BIA to educate and generally support the acculturation of Indians.

One of the more recent declarations of the United States Congress' policy towards Indians appears in Section 3 of Pub. L. 93-638, the Indian Self-Determination and Education Assistance Act of 1975, and states:

"..Congress declares that a major goal of the United States is to provide the quantity and quality of educational services and opportunities, which will permit Indian children to compete and excel in the life areas of their choice...

continuation of this United States policy towards the education of Indians is contained in Section 5203 of Part B of Pub. L. 100-297, the Tribally Controlled Schools Act of 1988, which states:

"..the Congress declares its commitment to the maintenance of the Federal Governments unique and continuing trust relationship with and responsibility to the Indian people through the establishment of a *meaningful* Indian self-determination policy for education...

In addition to maintaining its educational commitment to Indian Tribes, the United States Congress has also supported Tribes operating their own programs. Both Pub. L. 93-638 and Pub. L. 100-297 has had a significant effect in transferring the operation of Federal schools to Tribes and Tribal School Boards over the last two decades. The majority of these schools (120 or 65%) are now administered by Tribes and Tribal School Boards either through a contract or a grant. The trend to Tribal control of education will continue in the years ahead.

Although the primary public responsibility for education is reserved respectively to the States, local school systems and other instrumentalities of the States, the education of Indian children is an exception. Due to Federal laws, treaties and court decisions, the education of Indian children is viewed as a Federal responsibility.

Students

In School Year (SY) 2001-2002, 48,166 students are attending K-12 basic instructional programs in BIA funded schools (46,476 Instructional/1,690 Reside only). This includes students served in dormitory programs who attend public schools. This total reflects a decrease of 1.08% in the number of students served from last school year or 527 fewer students.

There are 9,621 students in residential programs operated or funded by the BIA. This represents 20% of the student population served by the BIA.

In post-secondary programs, there are approximately 30,000 students served at BIA funded Tribally Controlled Community Colleges and Universities. In the two BIA operated Post-Secondary Institutions, there are approximately 1,600 full time students.

Schools

In 2001-02 there are 64 elementary and secondary schools operated by the BIA. There are 121 elementary and secondary schools funded by the BIA, which tribes operate under contract or grants. These 185 schools (elementary, secondary, and boarding) are located on 63 reservations in 23 states.

The BIA operated 1 peripheral dormitory on the reservation. Peripheral dormitories are established on reservations for Indian students who attend nearby public schools. There are 13 peripheral dormitories, which are BIA funded and tribally operated under contracts or grants.

The BIA funds 7 off-reservation boarding schools. The BIA operates 4 of the schools and 3 are tribally operated by contracts.

The BIA funds 26 Tribally Controlled Community Colleges and operates 2: Haskell Indian Nations University (HINU) and Southwestern Indian Polytechnic Institute (SIPI).

There are approximately 4,800 teachers, administrators, counselors, and support personnel in the BIA school system.

There are approximately 2,115 educational facilities maintained by the BIA, which include multiple buildings on school property and exclude living quarters provided to teachers and/or administrators.

Annual School Year 2001 Report Card Report

INDICATORS	SY 1998-99	SY 1999-00	SY 2000-01
BIA Operated	69	64	65
Contract/Grant	116	121	120
Enrollment	50,125	49,076	48,693
Accreditation	98%	96%	96%
Ave. Daily Attendance Rate	91.00%	90%	90%
Yearly Enrollment Retention Rate	99.00%	94.00%	94.00%
Yearly Dropout Rate	11.00%	10.00%	11.00%
Math Partially Proficient	52%	50%	50%
Math Proficient	43%	45%	44%
Math Advanced	5%	5%	6%
Language Arts Partially Proficient	52%	52%	50%
Language Arts Proficient	41%	43%	45%
Language Arts Advanced	7%	5%	5%
Staff Development Technology Partially Proficient	37%	33%	26%
Staff Development Technology Proficient	46%	47%	49%
Staff Development Technology Advanced	17%	20%	25%
Staff Development Assessments Partially Proficient	34%	32%	31%
Staff Development Assessments Proficient	48%	47%	46%
Staff Development Assessments Advanced	18%	21%	23%
Substance Abuse Incidence	5,745	4,531	3,496
Violence Incidence	9,902	10,706	8,471

Education Line Officers

The OIEP has 24 Education Line Officers, all of who report directly to Mr. Edward Parisian, Deputy Director for School Operations located at 500 Gold Avenue, SW, 7th Floor, PO Box 829, Albuquerque, New Mexico 87103. These Education Line Officers have direct line authority and supervision responsibility over 65 BIA operated schools and provides technical assistance to the remaining 120. The OIEP Education Line Officer's are located in 24 agency/area/regional offices for education across the country. The 24 Education Line Officers, agency/regional offices and schools are listed as follows:

Bob Pringle Anchorage 907-271-4115	Liaison with all schools, which became state operated schools in 1985.
Levon A. French Billings 406-657-6375	Blackfeet Dormitory, Busby and St. Stephens Indian School

Education Line Officers – Continued

Dr. Cherie Farlee Cheyenne River 605-964-8722	Cheyenne-Eagle Butte, Pierre Indian Learning Center, Takini, and Tiospaye Topa School
Beverly Crawford Chinle 602-674-5131	Black Mesa Community, Chinle Boarding, Cottonwood Day, Low Mountain, Lukachuka Boarding, Many Farms, Nazlini Boarding, Pinon Dormitory, Rock Point Community, and Rough Rock Demonstration School
Dan Shroyer CrowCreek/Lower Brule 605-473-5531	Crow Creek Reservation, Ft. Thompson Lower Brule, Enemy Swim Day and Tiospa Zina Tribal
Andrew Tah, Acting Eastern Navajo 505-786-6150	Alamo Navajo, Baca Community, Bread Springs Day, Chi-chi'il tah/Jones Ranch Crownpoint Community, Dibeyazhi Habitiin Olta, Dlo'ay Azhi Community, Dzilth Na O Dith Hle, Huerfano Dormitory, Lake Valley Navajo, Mariano Lake Community, Na'Neelzhiin Ji'Olta, Ojo Encino Day, Pueblo Pintado Community, Standing Rock Community, To'Hajiilee-He, Wingate Elementary and Wingate High
Lavonna Weller Eastern States 202-208-7952	Ahfachkee Day, Beatrice Rafferty, Boque Chitto, Cherokee Elementary, Cherokee Central High School, Chitimacha Day, Choctaw Central High School, Choctaw Central Middle School, Conehatta Elementary, Indian Island School, Indian Township School, Miccosukee Indian School, Red Water Elementary, Standing Pine Elementary and Tucker Elementary
Kevin Skenanadore Ft. Apache Agency 928-338-5441	Cibecue Community School, John F. Kennedy Day and Theodore Roosevelt School
Winnifred Peters Ft. Defiance Agency 928-729-7251	Ch'ooshgai Community School, Crystal Boarding, Dilcon Boarding, Greasewood, Holbrook Dormitory, Hunters Point Boarding, Kinlichee Boarding, Pine Springs Boarding, Seba Dalkai Boarding, Wide Ruins Boarding and Winslow Dormitory
David Talayumptewa (Acting) Hopi Agency 928-738-2262	Havasupai, Hopi Day, Hopi High, Hotevilla Bacavi Community, Keams Canyon Boarding, Moencopi Day, Polacca Day and Second Mesa Day
Terry Portra Minneapolis Area Office 612-373-1000 ext.1091	Bug-O-Nay-Ge-Shig, Bahweting Ojibwa School, Circle of Life Survival School, Circle of Nations, Flandreau Indian School, Fond du Lac Ojibway, Hannahville Indian School, Lac Courte Oreilles, Menominee Tribal School, Nay Ah Shing and Oneida Tribal School
Dr. Benjamin Atencio (Acting) Northern Pueblos Agency 505-753-1465	Jicarilla Dormitory, San Ildefonso Day, San Juan Day, Santa Clara Day, Santa Fe Indian School, Taos Day and Tesuque Day
Joy Martin Okahoma Area Office 405-605-6051 Ext. 301	Carter Seminary, Eufaula Dormitory, Jones Academy, Kickapoo Nation School, Riverside Indian School and Sequoyah High
Joe Frazier Papago Agency 520-383-3292	San Simon, Santa Rosa Boarding, Santa Rosa Ranch and Tohono O'Odham High School
Joe Frazier Pima Agency 602-379-3944	Blackwater Community, Casa Blanca Day, Gila Crossing Day and Salt River Day School
Norma Tibbitts Pine Ridge Agency 605-867-1306	American Horse, Crazy Horse, Little Wound Day, Loneman Day, Pine Ridge, Porcupine Day and Wounded Knee School

Education Line Officers – Continued

John Reimer Portland Area Office 503-872-2745	Chief Leschi, Chemawa Indian School, Coeur D'Alene Tribal, Lummi High, Lummi Tribal School, Muckleshoot Tribal, Paschal Sherman Indian School, Quileute Tribal School, Sho-Ban School, Two Eagle River School, Wa-He-Lut Indian School and Yakama Tribal School
Neva Sherwood Rosebud Agency 605-856-4478	Marty Indian School, Rosebud Dormitory and St. Francis Indian
Fayetta Babby Sacramento Area Office 916-979-2560 Ext.234	Duckwater Shoshone, Noli School, Pyramid Lake High and Sherman Indian High School
Lester Hudson Shiprock Agency 505-368-3400	Aneth Community School, Atsa'Biya A Zh Community School, Aztec Dormitory, Beclabito Day, Cove Day, Navajo Preparatory, Nenahnezad Boarding, Red Rock Day School, Sanostee Day, Shiprock Reservation Dormitory, Shiprock Alternative Kindergarten and High School, T'iis Naz'Bas Boarding and Tohaali
Dr. Ben Atencio Southern Pueblos Agency 505-766-3034	Isleta Elementary, Jemez Day, Mescalero, Pine Hill School, San Felipe Pueblo Elementary, Sky City Community, Zia Day, Laguna Elementary and Laguna Middle School
Emma Jean Blue Earth Standing Rock Agency 701-854-3497	Little Eagle Day, Rock Creek Day, Standing Rock Community, Theodore Jamerson Elementary and Tate Topa Tribal School
Dr. Loretta DeLong Turtle Mt. Agency 701-477-3463	Dunseith Day, Mandaree Day, Ojibwa Indian School, Turtle Mt. Elementary, Turtle Mt. Middle School, Turtle Mt. High School, Twin Buttes Day, White Shield School and Trenton School
Mike Hastings, Acting Western Navajo Agency 520-283-2218	Chichinbeto Day, Dennehotso Boarding, Flagstaff Dormitory, Greyhills High, Kaibeto Boarding, Kayenta Boarding, Leupp, Little Singer Community, Navajo Mountain Boarding, Richfield Dormitory, Rocky Ridge Boarding School, Shonto Boarding, Tonalea, and Tuba City Boarding School

American Indian Education Foundation (AIEF)

The American Indian Education Foundation (AIEF) is a federally chartered non-profit organization that was established by Pub. L. 106-568 to promote and support educational opportunities for children enrolled in the 185 schools funded by the BIA. The AIEF will soon be incorporated in the District of Columbia to encourage, accept and administer private gifts of real and personal property for the benefit of those Indian children who attend schools receiving support from BIA. An 11-member board of directors that will include the Secretary of Interior and Assistant Secretary - Indian Affairs, as ex-officio members, will govern the foundation. Others will be appointed by the Secretary of Interior and will serve without compensation. The Board of Directors will meet at least annually.

The AIEF will operate similar to the National Park Foundation. It will eventually operate separately from the U. S. Department of the Interior and BIA. The Foundation's authorization allows AIEF to receive some administrative support from the Department of Interior during its initial five years of operation. It is anticipated that the foundation will be self-supporting after this five-year period.

For *further information, contact Lorraine Edmo, Executive Director at 202-208-5962.*

Center for School Improvement

In addition to the regular curriculum offered to K-12 students in BIA funded schools, there are additional programs provided to enrich and/or support student academic achievement. These programs are administered by the Center for School Improvement. To better facilitate the

administration of these programs, the Center is located at 500 Gold Avenue SW, 7th Floor, PO Box 1088, Albuquerque, New Mexico, 87103, as 101 of the 185 BIA funded schools are located within the states of Arizona and New Mexico.

The Center for School Improvement is responsible for assisting with the implementation of the policies, plans, regulations, and guidelines of the OIEP. The primary mission of the Center for School Improvement, in accordance with 25 U.S.C. and 25 C.F.R., is to provide technical assistance and training to promote quality education opportunities from early childhood through high school to BIA funded schools and residential programs.

The Center for School Improvement provides technical assistance to schools in their local reform efforts with particular emphasis on and expertise in the programs legislated through the No Child Left Behind Act of 2001 (Pub. L.107-110) the Individuals with Disabilities Education Act (IDEA) of 1997 (Pub. L.105-17). The Center collaborates with Education Line Offices to carry out technical assistance and training through 41 Field Education Specialists assigned to designated area/agency education offices. Through guidance and collaboration with the Center, schools will be able to provide high standards, high expectations and expanded opportunities for all children in pre-school through high school to succeed academically. Upon high school graduation, these students will have the skills and abilities needed to successfully continue their education, or enter into productive employment, and be responsible citizens in their tribes, communities, and states.

For further information contact Dr. Angelita Felix, Acting Division Chief at (505) 248-7527.

Center for School Improvement Education Specialists: **Area Code (505)**

Dr. Sherry Allison, Supervisor	248-7553	Stan Holder	248-7550
Dr. Paige Baker	248-7153	Denise Horne	248-7525
Patty Cornelius	248-7530	Keith Neves	248-7552
Judy Basham	248-7005	Debbie Lente Jojola	248-7536
Loretta Draper	248-7533	Barbra Parsian	248-7540
Donel Erickson, Supervisor	248-7535	Anita Tsinnajinnie	248-7534
Dr. Angelita Felix, Chief	248-7527	Gloria Yepa	248-7541

OIEP School Reform Field Education Specialists:

Cheyenne River Crow Creek/Lower Brule **Bonnie Haines**	PO Box 2020 Eagle Butte, SD 57625-2020	Telephone: (605) 964-8722 Fax: (605) 964-1155
Eastern Navajo Agency **Vacant**	PO Box 328 Crownpoint, NM 87313	Telephone: (505) 786-6165 Fax: (505) 786-6112
Fort Apache **Tom Butler**	PO Box 920 Whiteriver, AZ 85941	Telephone: (520) 338-5443 Fax: (520) 338-1944
Hopi **Jim Hastings**	PO Box 568 Kearns Canyon, AZ 86034	Telephone: (520) 738-2262 Fax: (520) 738-5139

OIEP School Reform Field Education Specialists – Continued

Northern Pueblos/Southern Pueblos **Charolotte Garcia**	1000 Indian School Road PO Box 1667 Albuquerque, NM 87103	Telephone: (505) 346-2431 Fax: (505) 346-2408
Minneapolis **Alice Bad Heart Bull**	Bishop Henry Whipple Federal Bldg. One Federal Drive, Room 550 Minneapolis, MN 55111	Telephone: (612) 713-4400 Ext. 1095 Fax: (612)713-4438
Oklahoma **Catherine Fatheree**	4149 Highline Blvd., Suite 380 Oklahoma City, OK 73108	Telephone: (405) 605-6051 Ext. 313 Fax: (405) 605-6057
Papago/Sacramento **Vacant**	HC 01 Box 8600 Sells, AZ 8600	Telephone: (520) 361-3510 Fax: (520) 361-3514
Pine Ridge/Rosebud **Lynn Lafferty**	PO Box 333 Pine Ridge, SD 57770	Telephone: (605) 867-1306 Fax: (605) 867-5610
Portland **Robin Butterfield**	911 North East 11 Avenue Portland, OR 97232-4169	Telephone: (503) 872-2743 Fax: (503) 231-6219
Shiprock **Colletta Wilson**	PO Box 3239 Shiprock, NM 87420-3239	Telephone: (505) 368-3402 Fax: (505) 368-3409
Southern & Eastern States **Vacant**	1849 C Street NW/MS-2259 Washington, DC 20240	Telephone: (202) 219-0444 Fax: (202) 208-1393
Turtle Mountain/Standing Rock **Rosie Davis**	PO Box 30 Belcourt, ND 58316	Telephone: (701) 477-3463 Fax: (701) 477-5944
Western Navajo **Lydia Whitney**	PO Box 746 Tuba City, AZ 86045	Telephone: (520) 283-2209 Fax: (520) 283-2286

Part A – Title I – Improving the Academic Achievement of the Disadvantaged Children Meet High Standards – Title I

Title I provides schools opportunities for all children served to acquire the knowledge and skills contained in the challenging new content standards and to meet the challenging performance standards. This program, as well as, Title I, II and VI is authorized under the No Child Left Behind Act. BIA funded schools use their Title I funding to assist and improve/reform their entire school program. Each school conducts a comprehensive needs assessment to determine how best to improve and address the academic needs of their students. The needs assessment provides important information needed for the development of their Consolidated School Reform Plan (CSRP).

All BIA funded schools are School-wide Title I projects.

For further information you may contact Donel Erickson (505) 248-7526 or email: derickson@bia.edu

Title II Preparing, Training and Recruiting High Quality Teachers and Principals

Title II is to enable schools to provide for the professional development of teachers, administrators and other appropriate school staff to improve the teaching and learning of all students. The professional development should be aligned to challenging content standards and challenging student performance standards in the core academic subjects. Professional development should incorporate effective strategies, techniques, methods and practices for meeting the educational needs of all students within the school and described within the

CSRP. Professional development should be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

For further information you may contact Donel Erickson (505) 248-7526 or email: derickson@bia.edu

Enhancing Education through Technology – Title II D

Title II D is to enable schools to provide technology enhanced curriculum and instruction and to promote equal access for all students to educational opportunities. Title II D funds may be used for various activities, which include and promote technology such as the purchasing of equipment, interconnections, maintenance of effective infrastructures, providing training for teachers and school library personnel.

For further information you may contact Peter Camp (505) 248-7532 or email: pcamp@bia.edu

Safe and Drug-Free Schools and Communities - Title IV and 21st Century Learning Center

Title IV amd 21st Century Learning Center to support programs by preventing violence in and around schools and by strengthening programs that prevent the illegal use of alcohol, tobacco and drugs; involve parents; and are coordinated with related community efforts. All BIA funded schools provide students in grades K-12 with violence and drug prevention education, early intervention and rehabilitation referral.

For further information contact Stan Holder (505) 248-7526 or email: sholder@bia.edu

McKinney–Vento Homeless Education Assistance Act

The McKinney-Vento Homeless Education Assistance Act funds are appropriated to provide special assistance to identified homeless students.

For further information contact Donel Erickson (505) 248-7535 or email: derickson@bia.edu

Exceptional Education–Individuals with Disabilities Education Act (IDEA)

Exceptional education provides special education programs and related services to eligible children with disabilities ages 5-21 enrolled in BIA funded schools. In 2002, 8,305 students with disabilities (5-2 years) were served. The reauthorization of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 was enacted to ensure better results for students with disabilities and their families. The six principles of IDEA are: the availability of a Free Appropriate Public Education (FAPE), appropriate evaluation, development of an appropriate Individualized Education Program (IEP), education in the Least Restrictive Environment (LRE), parent and student participation in decision-making, and procedural safeguards to protect the rights of parents and their children with a disability.

IDEA '97, requires that students with disabilities be included in their programs be regularly reported. IDEA '97 also ensures access to the general curriculum, early intervention strategies and quality professional development. IDEA '97 allows for more flexibility in the use of special education funds and funds may be combined in school-wide programs to focus on accountability for results and improve teaching and learning. Schools must report on the number of special education students who

drop out, graduate, are suspended, expelled or placed in interim alternative education settings and the reason for those actions. All BIA-funded schools must include special education in their CSRP. Exceptional Education also provides special education programs for children with severe disabilities that require residential care in state or private institutions, through the Institutionalized Handicap Program (IHP).

Bureau of Indian Affairs (BIA)/State Education Agency Responsibilities

The BIA, as the States Education Agency (SEA), is responsible for ensuring that all Department of Education program and funding requirements are achieved. The BIA functions like a State Department of Education and must have a State system that supports the purpose and legal intent of various educational laws in order to continue receiving funds, which support student achievement.

SEA responsibilities are identified in various laws, including No Child Left Behind Act (Pub. L. 107-110) and the IDEA of '97, the two laws that provide the BIA with the most significant funding. Sometimes SEA responsibilities are called General Supervision responsibilities. The following are some of the major SEA responsibilities;

- Ensuring there is a system to support program and legal program requirements
- Establishment of a monitoring and evaluation system
- Collecting and reporting data
- Assisting schools to build capacity to support student achievement
- Determining funding priorities, which support student achievement
- Establishing and maintaining program oversight including standards; assessment; adequate yearly progress; access to the general education curriculum
- Developing and maintaining a system of school support teams
- Recruiting/retaining and training of teachers, paraprofessionals, administrators and school board members
- Ensuring quality professional development
- Developing a coordinated service plan
- Facilitating/planning Technical assistant on best practices and research-based models to improve student achievement
- Developing and implementing a system of school sancitions/incentives

For further information contact Dr. Sherry Allison (505) 248-7527 or email: sallison@bia.edu

Update on Major Special Education Activities

- Updated Part B Eligibility Document with the Department of Education, Office of Special Education Programs to receive 2003 Part B funding.

- The First "Early Childhood, (0-5 Special Education) National Meeting" was held on January 16 & 17, 2002 in Albuquerque, New Mexico. There were 240 participants from Tribal Early Childhood Programs, State Directors of Part C & Part B (0-5), BIA Special Education Coordinators and School Reform Education Specialist.

- The development of a Continuous Improvement Monitoring Process for tribal Part C and B programs, that receive funding from the BIA/OIEP, was initiated.

- The Biennial Report for Part C was completed and submitted to the U.S. Department of Education, Office of Special Education Program office, June 2002.

- Evaluation and updated the 5-year Comprehensive System of Personnel Development (CSPD) Plan that addresses recruiting/retention and training needs.

- Head the third BIA Law Institute on Special Education in 2002 with over 600 participants, and planning for a fourth institute June 12-13, 2003.

- Renewed the Charted for the Advisory Board for Special Education.

- Distributed Part B funding based on IEP needs.

- With the assistance of the Supervisory Education Specialist, a Request for Propsal (RFP) was developed and disseminated to provide funding on a competitive basis for professional development opportunities for OIEP personnel. Using IDEA funds, the RFP was sent to all Tribally Controlled Community Colleges, major Universities, National Indian Organizations, OIEP Education Line Officers, Exceptional Education Advisory members and stakeholders/partners of OIEP. 21 Proposals were received – CSPD awards to be made.

- SY 01-02 Using the continuous improvement process, the Center for School Improvement conducted onsite validation reviews at 31 schools and 8 agencies.

- The CIP monitoring manual was revised to strengthen the monitoring process and the integration of special education and school wide.

- As mandated by OSED, the Special Education Funding Formula was revised and will be implemented SY 02-03.

- Planned the 1st Summer Institute on Special Education, July 29 – August 2, 2002, in Albuquerque, New Mexico.

- Updated the special education parental rights brochure to be current with the IDEA regulations.

- Developed a brochure information packet on mediation, complaint process and due process procedures.

- Per IDEA mandate, finalized and submitted to OSEP the BIA/Coordinate Services Plan per Special Education.

Special Education Coordinators

Billings **Rachel Grant**	316 N. 26th Street Billings, MT 59101	Telephone: (406) 247-7953 Fax: (406) 247-7965
Cheyenne River **Jane Azure**	PO Box 2020 Eagle Butte, SD 57625	Telephone: (605) 964-8723 Fax: (605) 964-1155
Chinle **Jackie Wade**, Acting	PO Box 6003 Chinle, AZ 86503	Telephone: (928) 674-5131 Fax: (928) 674-5134
Crow Creek/Lower Brule **Brian Wagner** **Catherine Gallagher**	140 Education Avenue, PO Box 139 Fort Thompson, SD 57339	Telephone: (605) 245-2390 Fax: (605) 245-2399
Eastern Navajo Agency **Pat Abeyta**	PO Box 328 Crownpoint, NM 87313	Telephone: (505) 786-6139 Fax: (505) 786-6016
Fort Apache **Sue Higgins**	PO Box 920 Whiteriver, AZ 85941	Telephone: (520) 338-5443 Fax: (520) 338-1944
Fort Defiance **Angey Yazza**	PO Box 110 Fort Defiance, AZ 86504	Telephone: (928) 7257/7338 Fax: (928) 729-7286
Hopi **Carrie Watahomigie**	PO Box 568 Keams Canyon, AZ 86034	Telephone: (928) 739-2262/63 Fax: (928) 738-5139
Minneapolis **Everette Bad Wound** **Dr. Fern Diamond (Ext. 1096)**	Bishop Henry Whipple Federal Bldg. One Federal Drive, Room 550 Minneapolis, MN 55111	Telephone: (612) 713-4400 Ext. 1096 Fax: (612) 713-4438
Northern Pueblos **Lynann Barbero**	PO Box 4269 Espanola, NM 87532	Telephone: (505) 753-1469 Fax: (505) 753-1475
Oklahoma **Judy Littleman**	4149 Highline Blvd., Suite 380 Oklahoma City, OK 73108	Telephone: (405) 605-6051 Ext. 305 Fax: (405) 605-6057
Papago/Pima **Luvette Russell**	HC01, Box 8600 Sells, AZ 85634	Telephone: (520) 361-3510 Ext. 115 Fax: (520) 361-3514
Pine Ridge **Julie Goings**	PO Box 333 Pine Ridge, SD 57770	Telephone: (605) 867-1306 Fax: (605) 867-5610
Portland **Vacant**	911 North East 11 Avenue Portland, OR 97232-4169	Telephone: (503) 872-2743 Fax: (503) 231-6219
Sacramento **Beverly Wahnee**	2800 Cottage Way Sacramento, CA 95825	Telephone: (916) 978-6060 Fax: (916) 978-6056
Shiprock **Steve Gillenwater**	PO Box 3239 Shiprock, NM 87420-3239	Telephone: (505) 368-3442 Fax: (505) 368-3445
Southern & Eastern States **Vacant**	1849 C Street, MS-2559 Washington, DC 20240	Telephone: (202) 219-0444 Fax: (202) 208-1393
Southern Pueblos **Barbara Deloach**	1000 Indian School Road PO Box 1667 Albuquerque, NM 87103	Telephone: (505) 346-2431/2432/2442 Fax: (505) 346-2408
Standing Rock **Jackie Maxon**	PO Box E Fort Yates, ND 58538	Telephone: (701) 854-3498 Fax: (701) 854-7280

Special Education Coordinators – Coordinators

Turtle Mountain/Standing Rock **Gaylene Belgarde**	PO Box 440 Belcourt, ND 58316	Telephone: (701) 477-6471 Ext. 315 Fax: (701) 477-6183
Western Navajo **Arlene Tuchawena**	PO Box 746 Tuba City, AZ 86045	Telephone: (928) 283-2209 Fax: (928) 283-2286
Idaho Education Field Office **Vacant**	PO Box 277 Lawpal, ID 83540	Telephone: (208) 843-5025 Ext. 2719 Fax: (208) 843-7712
Navajo Regional Office Institutionalized (Handicapped) Program **Bertha Muskett**	PO Box 1060 Gallup, NM 87305	Telephone: (505) 786-6006 Fax: (505) 786-6112
Great Plains Regional Office Institutionalized (Handicapped) Program **Sandra Carlsgarrd**	115 4th Avenue, SE Aberdeen, SD 57401	Telephone: (605) 226-7431 Fax: (605) 226-7434

Family and Child Education

The Family and Child Education (FACE) program is a family literacy program that serves children from birth through grade 3 and their parents. The program implements 4 components: early childhood, parent and child time, parenting skills, and adult education in two settings; home and school. Technical assistance to implement this unique program is provided through a partnership with Parents As Teacher and the National Center for Family Literacy. In SY 01-02, 32 BIA funded schools were selected for this program and served approximately 1600 families. In July 2003 FACE will be implemented in 7 additional schools bringing the total to 39 FACE sites.

For further information contact Lana Shaughnessy at (202) 208-3601.

Johnson-O'Malley

Johnson O'Malley (JOM) programs provide assistance to public schools to meet the unique needs of eligible Indian students. The JOM program is administered by the BIA through contracts with tribes, tribal organizations, public school districts, and State Departments of Education.

In 2002, the JOM program funds were distributed through the Tribal Priority Allocation portion of the Tribal Budget system, as directed by the U. S. Congress.

For further information, contact Garry Martin at 202-208-3478 or email: garrymartin@bia.gov

Higher Education Grant Program

The Higher Education Grant Program provides supplemental grants to eligible Indian students seeking an undergraduate degree. Students must apply and gain admission to an accredited college or university and demonstrate financial need as determined by the financial aid officer of the intended institution.

✦Must be a member of or at least one-quarter degree Indian blood descendent of a member of an American Indian tribe, which is eligible for

the special programs and services provided by the United States because of their status as Indians.

✦Must be accepted for admission to a nationally accredited institution of higher education which provides a course of study conferring the Associate of Arts or Bachelor's degree

✦Must demonstrate financial need as determined by the financial aid officer of the institution of higher learning.

In 2001, 9,644 scholarships were awarded at an average of $3,000 per scholarship. There were approximately 1,800 undergraduates that received their college degree.

The grant application is available with the education officer of the Tribe in which you are affiliated or possess membership. As the majority of federally recognized tribes are administering the grant program for their tribal members, call your tribe first. (A Tribal Directory is located on Department of Interior's web page). If your tribe is not administering the grant program they can direct you to the nearest Bureau of Indian Affairs, Education Line Officer for the application. In the meantime, while you are waiting for your application, request all available financial aid information from the college to be sent to you. Be sure to inform the financial aid officer that you are tribal and will be submitting the grant application along with other financial aid applications. Many colleges have knowledge of the Bureau's grant program and can refer you to a knowledgeable counselor but don't assume the college will automatically transfer your paperwork because still quite a few institutions are clueless as to what grants are specifically for American Indian/Alaska Natives.

Starting Points

Think College...Its never too early or to late to "Think College", whether you are a middle school kid, a high school kid, or even an adult kid. If you do nothing else you owe yourself to visit the Department of Education's websites that offer information for students and families to prepare academically and financially for college. *Think College Early* in partnership with the Coalition of America's Colleges & Universities, *College is Possible* have terrific information available on the web (www.ed.gov/thinkcollege early and www.CollegeIsPossible.org)

Annually literally thousands of grants, scholarships, and loans are offered by universities, foundations and private organizations. It is overwhelming just where to begin however some suggestions by our staff are as follows:

College Board Online (www.collegeboard.org). This site has information about preparing for college, getting ready for tests, choosing a college and paying for college. The College board's scholarship search will help in finding scholarship, loans, internships and other financial aid programs from non-college sources that match your education level, talents and background, with an interactive scholarship search program.

College Aid Sources for Higher Education (CASHE), (www.cashe.com or www.salliemae.com) is a national financial aid resource database that helps students and parents find private funds to attend college. It is one of the industry's largest and most comprehensive resources, including thousands of individual award from all types of sponsors. Freshman thru Doctorate.

National Association of Student Financial Aid Administrators has a very good web site that talks about selecting the right college. There are various school comparison worksheets with a financial aid section on how to and what is available as well a calendar checklist that begins with the 8th grade. There site is www.nasfa.org

Educaid, a division of The Money Store, is one of the top ten education lenders in the U.S. A national lender that offers federal and private loans exclusively for education. The toll free telephone number is 1-800-Educaid. The web is www.educaid.com.

SallieMae is one of the largest financial aid institutions that offers information and hands on interaction with calculators, publications, financial aid 101, and scholarship services. Very useful. Their website is http://salliemae.com

fastweb.com is the Internet's largest free scholarship search. Your personalized profile will match your specific skills, abilities and interest to fastWEB's database of over 400,000 scholarships. Just complete six simple steps to get immediate results on line.

FinAid is a free, comprehensive independent and objective guide to student financial aid. Similar to others at www.finaid.org

Princeton Review has its moments and is fairly informative. We tried them but seems pale by comparison at www.review.com

The Department of Education has about everything you could possible think to ask. The booklet, *The Student Guide, Financial Aid from the U.S. Department of Education* explains the process for applying for financial aid. It is the largest source of funding for financial aid programs and has the document required by all student applying for federal assistance entitled, *Free Application for Federal Student Aid (FAFSA)*. You can obtain your copy of the Student Guide by writing to the Federal Student Aid Information, PO Box 84, Washington, DC 20044-0084, on line at www.ed.gov

Education & Career Center at www.petersons.com is very comprehensive and heavily traveled resource. In their thousands of pages you will find information about colleges and universities, professional degree programs, study abroad and distance learning opportunities, executive management programs, financial aid, internships, summer programs, career guidance and more.

Need A Lift? Is a publication by the American Legion and is very good. To obtain a copy write to The American Legion, National Headquarters, PO Box 1055, Indianapolis, Indiana 46206, or call 317-630-1200.

Special Higher Education Grant Program

The Special Higher Education program provides funds to eligible Indian students to pursue a graduate degree. The program provides fellowships to those who:

- **Is an enrolled member of a federally recognized Indian/Alaska Native tribe in the United States.**
- **Pursue a Masters or Doctorate program full time.**
- **Be enrolled in an accredited graduate school in the United States. Apply for financial aid programs at the institution you have been accepted.**

Students must apply and gain admission to an accredited college or university graduate school program. This program is contracted to the American Indian Graduate Center (AIGC) located in Albuquerque, New Mexico. AIGC has served Indian graduates since 1969, in all fields of study. First time applicants are assessed a non-refundable application fee of $25. Applications must be received within the their time frames. Additional information and application is available from the following address: *American Indian Graduate Center, 4520 Montgomery Blvd., NE Suite 1-B, Albuquerque, New Mexico 87109. 505-881-4584. Additional information is available at their website: www.aigc.com*

Adult Education Program

The Adult Education program provides assistance to eligible Indian adults to acquire the basic educational skills necessary for literate functioning, to enable them to benefit from job training, and to continue their education to at least the level of completion of secondary school or equivalent certification.

In 2001, approximately 10,000 Indian adults participated in the Adult Education programs developed by Tribes.

For additional information you may contact Garry Martin at (202) 208-3478 or email: garrymartin@bia.gov

Law Program

Law students seeking opportunities to enhance their academic success will want to contact the American Indian Law Center, Inc. This organization conducts an eight-week session to prepare potential Indian law students for the rigors of law school. There is an emphasis in the development of skills necessary for success in study habits, legal research and legal writing. This program is primarily for those students that have been accepted into an accredited institution.

For additional information and application process contact the American Indian Law Center, Inc., 1117 Stanford NE, Albuquerque, New Mexico 87196, Telephone 505-277-5462.

Post-Secondary Institutes

Haskell Indian Nations University (HINU) is located in Lawrence, Kansas under the direction of Dr. Karen Swisher, President.

For further information, contact Dr. Karen Swisher at (785) 749-8404 HINU, 155 Indian Avenue, Lawrence, Kansas 66046 or email: karenswisher@bia.gov

Southwestern Indian Polytechnic Institute (SIPI) is located in Albuquerque, New Mexico under the direction of Mr. James Lujan, Acting President.

For further information, contact James Lujan at (505) 346-2347, SIPI, 97613 Coors Road SW, PO Box 10146, Albuquerque, New Mexico 87184 or email: jlujan@sipi.bia.edu

HINU and SIPI President's report to the Deputy Director for School Operations.

Tribally Controlled Community Colleges

Bay Mills Community College	12214 West Lakeshore Drive	Brimley	MI	49715	906-248-3354	mmcleod@bmcc.org
Blackfeet Community College	PO Box 819	Browning	MT	59417	406-338-7755	
Cankdeska Cikana Community College	PO Box 269	Fort Totten	ND	58335	701-766-4077	
College of Menominee Nation	PO Box 1179	Keshena	WI	54135	715-799-4921	vfowler@menominee.edu
D Q University	PO Box 409	Davis	CA	95617	530-758-0470	motis@dqu.cc.ca.us
Dine College	PO Box 126	Tsaile	AZ	86556	520-724-6671	cmk@crystal.ncc.cc.nm.us
Dull Knife Memorial College	PO Box 98	Lame Deer	MT	59043	406-477-6215	rlbear@dkmc.cc.mt.us

Tribally Controlled Community Colleges – Continued

Fond du Lac Tribal & Community College	2101 14th Street	Cloquet	MN	55720	218-879-0800	ljbriggs@ezigaa.fdl.cc.mn.us
Fort Belknap College	PO Box 159	Harlem	MT	59526	406-353-2607	cfalconchan@hotmail.com
Fort Berthold Community College	PO Box 490	New Town	ND	58763	701-627-4738	Idemaray@fbcc.bia.edu
Fort Peck CommunityCollege	PO Box 398	Poplar	MT	59255	406-768-5551	jimsh@fpcc.cc.mt.us
Lac Courte Oreilles Ojibwa Com College	R.R. 2, Box 2357	Hayward	WI	54843	715-634-4790	shouser@lco-college.edu
Leech Lake Tribal College	Route 3, Box 100	Cass Lake	MN	56633	218-335-2828	jmorrow@lltc.org
Little Big Horn College	PO Box 370	Crow Agency	MT	59022	406-638-3100	
Little Priest Tribal College	PO Box 270	Winnebago	NE	68071	402-878-2380	adownes@lptc.cc.ne.us
Nebraska Indian Community College	PO Box 428	Macy	NE	68071	402-837-5078	niccpresident@yahoo.com
Northwest Indian College	2522 Kwina Road	Bellingham	WA	98226	360-676-2772	tlewis@nwic.edu
Oglala Lakota College	PO Box 490	Kyle	SD	57752	605-455-2321	tshortbull@olc.edu
Salish Kootenai College	PO Box 1179	Pablo	MT	59855	406-675-4800	joe_mcdonald@skc.edu
Sinte Gleska University	PO Box 490	Rosebud	SD	57570	605-747-2263	
Sisseton Wahpeton Community College	PO Box 689	Sisseton	SD	57262	605-698-3966	elden@swcc.cc.sd.us
Si Tanka College	PO Box 220	Eagle Butte	SD	57625	605-964-6044	sitanka@sat.net
Sitting Bull College	1341 92nd Street	Fort Yates	ND	58538	701-854-3861	rsmcneil@aol.com
Stone Child College	Rocky Boy Rte, Box 1082	Box Elder	MT	59521	406-395-4313	steve@scc.rockyboy.org
Turtle Mountain Community College	PO Box 340	Belcourt	ND	58316	701-477-7862	cartym@aol.com

Branch of Administrative Services

The Branch of Administration conducts all the business affairs of the OIEP Central Office, Area/Agency/Region Offices and schools.

In 2001-02, approximately 5,000 Financial Distribution Documents were processed for OIEP programs.

In 2001-02, approximately 600 requisitions were prepared for Central Office programs.

In 2001-02, $ 523,379,000 in BIA appropriated funds were allocated to elementary and secondary schools, and 14 dormitories.

In 2001-02, $ 33,481,800 was allocated to schools for transporting day school students, and $ 886,200 for transporting residential students. Schools transporting students by air or bus received $ 1,758,699.

In 2001-02, 48,166 enrollment forms were processed and officially counted for the distribution of ISEP funds.

For further information contact Dr. Joe Herrin at (202) 208-4555 or email: joeherrin@bia.gov

Division of Management Information Services

The Division of Management Information Systems (MIS) provides direct technical assistance and guidance to the Director, OIEP, Central Office, Line Offices, and Schools in the application of Information Technology to support the OIEP Mission, Goals and Initiatives. The MIS, through its Albuquerque, New Mexico Operations Staff and associated specialists from the United States Geological Survey and the General Services Administration provide direct support to OIEP personnel nationally. The MIS, through its Washington, DC's Central Office Division Chief, serves as a Deputy Chief Information Officer for the Bureau of Indian Affairs representing the unique educational requirements of the OIEP.

The MIS additionally administers the Indian Student Equalization Program (ISEP), which collects statistical student population data as required by public law. The MIS additionally trains personnel from all schools in the use of this system. MIS through it's telecommunications initiative to date has cabled, both locally and to the Internet all 187 schools.

The MIS is continually looking forward in technology trends to evaluate information systems and/or resources that can further support the OIEP mission as well as the Presidents commitment to leave no child behind.

For further information you may contact Stuart Ott, Division Chief on (202) 208-7111 or by email: stuartott@bia.gov

Division of Planning, Oversight and Evaluation

The Division of Planning, Oversight and Evaluation is responsible for budget formulation, strategic planning, data collection, research and evaluation of OIEP program operations. The Division ensures that tribal consultation is conducted on all proposals that would significantly impact education statues, policies, regulation, or procedures.

For further information you may contact Dr. James Martin at (202) 208-3478 or by email: jamesmartin@bia.gov

Branch of Planning

The Branch of Planning is responsible for the development of long-range educational planning and making recommendations for educational policy. The Branch advises the Director on priorities for OIEP based on analysis of data, national trends and emerging needs in Indian education. The branch also coordinates the annual budget request and justification that is part of the appropriation process funding BIA education programs.

The Branch identifies Indian educational needs and initiates programs and policies to meet these needs. It coordinates with other education agencies/activities in developing recommendation including: The Department of Education, the Department of Defense Education System, State Education Offices, and National Educational Committees. The Branch identifies programs that show promise for improving education in BIA-funded schools, and seeks to obtain funding to initiate such programs. The FACE program and the Therapeutic Residential Model (TRM) are two examples of such initiatives. The Branch is developing proposals and programs regarding reducing school violence and

abuse of children. The Branch conducts a periodic survey of students that is used to evaluate levels of violence and abuse and makes this information publicly available. Data from the survey is used to develop new programs and training or to modify existing policies. Other initiatives are being considered for inclusion in the OIEP education reform model.

During FY 1997, the OIEP drafted a five-year strategic plan, which contains long range strategic education goals and objectives. The passage of Pub. L. 103-62, the Government Performance and Results Act of 1993 (GPRA) requires all Federal agencies to establish long range goals for their programs and so formalize a strategic planning process. The Branch of Planning drafted a series of targets and measurement instruments to monitor education programs and evaluate the rate and level of success in meeting goals. The Branch will coordinate on the development of new targets for educational achievement levels that will be part of the State Plan to be developed in 2002.

The Branch of Planning systematically initiates and conducts tribal consultation meetings across Indian country. Input from tribes and schools are gathered on an ongoing basis to help map the future direction for OIEP. Consultation Booklets which detail the items/topics consulted are developed and are distributed to all agencies, area offices, tribal school boards, and BIA funded schools in advance of consultation. The Branch of Planning gathers the views of tribal representatives and other tribal members and uses this collected information as a planning tool that influences every aspect of the OIEP mission.

Since 1999, consultation meetings have presented the following items/topics for tribal consideration: Need for additional Family & Child Education Programs; Revision of the application for construction replacement of the education facilities, instructions, and ranking criteria; Grants to TCCC's and Navajo Community College; Charter Schools; Program management funding for Facilities; Transfer Facilities Construction Project Management Funds from OFMC to OIEP; Indian Student Equalization Program ISEP; Comprehensive Federal Indian Education Policy Draft; School Construction; and Realignment of Special Education Coordinators and Education Specialists.

In 2002, the Branch of Planning will consult on the Proposed Coordinated Services Plan for BIA-OIEP Special Education (the IDEA program), and Office of Indian Education Programs' proposed "State Plan" for implementing the *No Child Left Behind Act of 2001* among other issues.

(Additional information concerning the status of consultation items and requests for Tribe Consultation Booklets should be directed Kenneth Whitethorn on (202) 208-4976 or fax (202) 208-3271 or email kennethwhitehorn@bia.gov. Please note that there are some temporary difficulties with our email system and until this is corrected, it is recommended to use the fax or mail systems).

Branch of Research and Policy Analysis

The Branch of Research and Policy Analysis is responsible for the design and implementation of surveys, studies, policy development and legislative reviews. This branch monitors the progress of education at all BIA funded schools. It responds to Congressional and Administration inquiries about the status of Indian Education Programs. Most recently the Branch conducted an analysis of the results from the "School Report Cards" and charted a model for school improvement over a 5 year period. Progress was noted, but the pace of progress trailed behind established goals. As a result of this analysis, several projects have been implemented, including:

1. A program to develop a comprehensive curriculum for all grades beginning with grades 1-3

2. Development of a culturally appropriate Criterion Reference Test for use by BIA schools to measure student achievement

3. Designing an interactive data-driven analysis system that can be accessed through the Internet And used by parents, administrators, and teachers to influence school instruction and identify best practices.

During 2002, the branch will coordinate on the development of a State Plan (in accordance with the "Indian Education Improvement Act of 2001"). The branch will also assist in selecting new schools for inclusion in the Family and Child Education Program (FACE) for SY 2003-2004. Part of this will be establishing goals for "adequate yearly progress" which will be part of this State Plan. Goals will be established for student average daily attendance, dropouts, retention rates, and student achievement. The Branch also prepares the Annual Education Report to the Congress as required under Pub. L. 95-561. This report, summarizing the status and accomplishments of all the programs funded by the BIA, is mailed to all schools, tribes and villages, area and agency offices and is available upon request.

The Branch serves as a point of coordination between and among OIEP Offices and the Office of Congressional and Legislative Affairs relative to the review, analysis, comment and amendments to Congress-venal legislation pertaining to education. The Branch is responsible for tracking the financial auditing process conducted an BIA funded schools as required by OMB Circular A-128.

(For further information about the Branch of Research and Policy Analysis contact Dalton Henry on (202) 208-5810 or email daltonhenry@bia.gov (please note that there are some temporary difficulties with our email system and until this is corrected, it is recommended to use the fax or mail systems).

Division of School Support Services

The Division of School Support Services is responsible for national level coordination of the school facilities and safety programs with the Office of Facilities Management and Construction and with the Division of Safety and Risk Management.

For further information about the Division of School Support Services, contact Dale Keel on (505) 346-6346 or email: dalekeel@bia.gov

Recognition Programs

Since 1986, OIEP has participated in the Blue Ribbon School Recognition Program. This is a national recognition program that identifies and recognizes those elementary, middle, and secondary schools both public and private that provide outstanding academic programs to students. **OIEP has had 8 schools receive national recognition as Blue Ribbon Schools**. The eight Blue Ribbon schools are: **Santa Fe Indian School, Dzilth-na-o-dith-hle School, Cherokee Elementary, Cherokee High School, Santa Clara Day, Sky City Community School, St. Stephens Indian School and Bug-O-Nay-Ge-Shig**.

In 2002, there were no BIA funded schools recognized.

OIEP has participated in national recognition of Chapter 1/Title 1 program's since 1986. **There have been 30 Bureau funded schools identified as implementing Exemplary/Distinguished School programs. In 2001, Gila Crossing Day School and Bahweting School were identified as implementing a Distinguished Title 1 Program.**

OIEP has recognized annually a Principal and Teacher of the Year. In 1994, OIEP expanded the recognition to include the Education Line Officers, and other outstanding individuals. **In School year 2002, Terry Portra, Minneapolis Area Office was recognized as the OIEP Education Line Officer of the Year, Adam Bull of Wingate High School - High School Principal of the Year,**

Jacquelyn Power of Blackwater Community School - Elementary Principal of the Year, Lavera Gibson of Pearl River School - Elementary Teacher of the Year, Noreen Lasiloo of Blackwater Community School - Early Childhood Teacher of the Year, Carla Brewer of Pine Ridge High School - High School Teacher of the Year, Verlinda Folgheraiter of Flagstaff Dorm – Counselor of the Year and Dianne Johnston - Parent Educator of the Year

OIEP Professional Development Programs

The National Indian School Board Association (NISBA) has contracted with the BIA to train school board members. Regional workshops are conducted annually with expenses paid for two members of a school board to attend. Teachers, administrators, students and parents also attend these workshops.

For further information, contact Ms. Carmen Taylor, NISBA Executive Director at (406) 883-3603.

Training for Outdoor Adventure Based Counseling is available through the Eastern Navajo Agency's Mountain High Program located at Wingate High School in Ft. Wingate, New Mexico. The training is given year round at no cost to the participant and is done using a ROPES course.

For further information about the Mountain High Program, contact Rosita Nelson at (505) 488-6440.

OIEP sponsors school reform training and workshops at various locations based on need and the availability of funding. Teachers and administrators are provided technical assistance in ongoing educational reform efforts.

OIEP provides Family and Child Education (FACE) program training twice each year to new FACE staff and one FACE Advanced Spring Training for all FACE staff annually.

OIEP provides training tc administrators and K-3 grade teachers in the implementation of the FACE model and the child centered active learning approach.

OIEP provides ongoing Special Education capacity building training to 24 special education coordinators and education line officers to meet the education reform requirements of the Individuals with Disabilities Education Act Pub. L. 105-17 and improve achievement outcomes for all students.

OIEP Pilot Principals Academy was a special professional development initiative designed to support educational leadership of principal. 24 twenty four principals were selected to participate in four sessions throughout the year.

Other Activities

OIEP has developed the Access Native America Network which was designated a National Performance Review Reinvention Laboratory by Vice-President Al Gore. The Access Native America Network is composed of EDNET, Education Management, Education Applications and ENAN2. The following four American Indian Technology Conferences were co-sponsored by OIEP:

1 - 1998, Chief Leschi School in Tacoma, Washington
2 - 1999, Sherman Indian High School, Riverside, California
3 - 2000, Nay Shing Ah in Milliacs, Minnesota
4 - 2001, Choctaw Tribal Schools, Philadelphia, Mississippi
5 – 2002, Wingate High School, Ft. Wingate, New Mexico

For further information contact Peter Camp at (505) 248-7532 or by email petercamp@bia.edu

OIEP participates in the National Indian Education Association (NIEA) Conference held annually. This year the NIEA 33rd Annual Conference will be held in Albuquerque, New Mexico, November 2-6, 2002.

For further information visit the NIEA website: www.niea.org or email: niea@niea.org

OIEP has an Exceptional Education Advisory Committee composed of 20 members who are appointed by the Secretary of Interior. This committee assists in discovering the unmet needs of disabled students in BIA funded schools.

OIEP coordinates with BIA Divisions of Social Services, Child Protection, and Law Enforcement in child abuse cases. OIEP serves on a BIA and Indian Health Service (IHS) Task Force that serves to address the policy involving implementation of Pub. L. 101-630, the Indian Child Protection and Family Violence Act and Pub. L. 101-647, the Crime Control Act along with clarifying present Department and BIA policy positions required by law. The Branch of Planning central office staff assists BIA Education Line Offices and school in addressing problems of child protection, crisis and safety issues on a need basis during the duration of the school year, while serving as a liaison with other Federal, State and local agencies including Law Enforcement an d Social Service programs. The OIEP Human Resources Office in Albuquerque, New Mexico has the main responsibility for employee and security related job review and action in regard to child protection issues.

The Task Force is coordinating the undertaking of revising the BIA Child Protection Handbook. A draft copy of the book is to be available during the 2003 school year. Staff is currently working with the Deputy Director of School Operations on a Director's Initiative Plan for School Safety, Health and Child Protection, which will be coordinated with all OIEP Education Line Officers. OIEP is also a planning member of a 2002 IHS initiative addressing violence and suicide prevention.

Contact Christine Brown (202) 208-3559 for more information.

OIEP with technical assistance and training from the Center for Disease Control and the Indian Health Service implemented the 2001 High School and Middle School Youth Risk Behavior Survey (YRBS). Students in grades 6-8 took the Middle School YRBS and students in grades 9-12 took the High School YRBS. The YRBS is conducted nationally every two years in 100 selected public high schools. The YRBS identifies and measures the following six risk behaviors: Unintentional and Intentional Injury; Tobacco Use; Alcohol and Other Drug Use; Sexual Behaviors; Dietary Behaviors and Physical Activity. It should be noted that participation is voluntary.

A 1994, 1997, and 2001 High School BIA/YRBS Summary Report is available upon request. A 1997 and 2000 Middle YRBS Summary Report is available upon request.

Contact Lana Shaughnessy, Special Assistant on 202 208-3601 to request a YRBS Summary Report.

OIEP participates annually in the National Center for Family Literacy Conference. For further information contact NCFL.

OIEP Teaching Opportunities

The OIEP Human Resources Office provides information regarding teaching positions within BIA funded schools. The information is updated regularly and available upon request and at the following website: www.oiephr.bia.edu or www.usajobs.opm.gov.

The first Indian Education Teacher Recruitment Week was held on April 16-19, 2001 in Santa Fe, New Mexico.

For further information, contact our OIEP Human Resources Office at the following address: 500 Gold Avenue, SW, 7th Floor, PO Box 769, Albuquerque, New Mexico 87103 or by telephone (505) 346-6362.

Memoranda of Agreement (MOA) Affecting BIA Schools

The Bureau of Indian Affairs (BIA) and Indian Health Service (IHS) have entered into two MOAs. One is for the purpose of providing health promotion and disease prevention activities. This MOA was amended in November, 1992 to assist efforts of both agencies to address the continuum of prevention and treatment services for those affected by the health and social problems of alcohol and substance abuse.

The BIA and the Centers For Disease Control have entered into an MOA to provide HIV/AIDS Prevention Education. In 1998, OIEP completed the Circle of Life Curriculum developed by the IHS, which was designed to be culturally appropriate for Indian students in grades K-6. During 1998-1999, 34 schools participated in Circle of Life Training, which is conducted on site. Five-hundred twenty-five school personnel, of which 300 were K-6 classroom teachers have taken the training. Only schools who participate in the training receive the curriculum which includes posters and storybooks. Contact Ed Schupman at (505) 448-7236 to arrange for on site training. The BIA and the U.S. Department of Education have entered into a MOA for the purposes of consolidating programs authorized under the 2002 No Child Left Behind Act.

The BIA and Haskell Indian Nations University have entered into a MOA for the purpose of providing training to BIA Tribal/Residential staff. The intent is to provide an AA degree to BIA funded school employees in residential living programs to improve the skill level of the residential staff and services to Native American students.

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